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ABSTRACT

This CRitical Issue Bibliography (CRIB) Sheet focuses on learning communities, an exciting innovation in teaching and learning. The term "learning communities" is being used to refer to new processes for linking learners, especially a curricular restructuring approach that links or clusters classes around an interdisciplinary theme and that enrolls a common cohort of students. Resources in this annotated bibliography are grouped into three sections: (1) curricular learning communities; (2) technology; and (3) international learning communities. The CRIB sheet describes 15 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Learning Communities

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet
Learning Communities

Learning communities are an exciting innovation in teaching and learning. This term is being used to refer to three new processes for linking learners. Most commonly, "learning communities" refers to a curricular restructuring approach that links or clusters classes around an interdisciplinary theme, and enrolls a common cohort of students. The Washington Center notes that "programs vary in form and content, but they all represent an intentional restructuring of students' time and credit to foster greater intellectual connections between students, between students and faculty, and between disciplines." Several campuses have integrated these programs, including Seattle Central Community College, University of Missouri-Columbia, University of Houston Portland State University, Temple University, The University of Washington, and Evergreen State College. An important resource for information on learning communities is The Washington Center, which acts as a clearinghouse on information about learning communities. Second, in technology circles, "learning communities" is being used to refer to a way to link students and faculty through the Internet. Third, in international circles, "learning communities" is used to describe ways to link people from different countries.

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Curricular Learning Communities

EJ614362
Romanoff, Stephen J.. (2000, March-April). The learning community laboratory: A context for discovery. *Journal of College Student Development, 41*, 2, 245-47.
Describes the Russell Scholars Learning Community Laboratory at the University of Southern Maine and identifies elements of this curricular piece that would be useful to those who intend to develop similar programs on their campuses.

ED434641
Durrington, C., & Bacon, C.M. (1999). *Making connections through learning communities: A case study in the creation and development of learning communities at Abilene Christian University.*
This case study describes the theory behind and the process of developing a learning community program at Abilene Christian University (ACU), Kansas. The article includes

a review of the research on learning communities, a description of the creation of learning communities at the ACU College of Arts & Sciences, and problems encountered.

ED434624
Shapiro, N.S., & Levine, J.H. (1999). *Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs.* San Francisco, CA: Jossey-Bass Publishers.
This book offers guidance for the development of learning communities at the college level.

EJ570377
Borden, Victor M.H., & Rooney, Patrick M. (1998, Sum). Evaluating and assessing learning communities. *Metropolitan Universities: An International Forum, 9*, 1, 73-88.
This article discusses the effectiveness of learning communities in improving student performance and persistence, and evaluating each program.

EJ584020
Goodchild, Lester F. (1999, Spring). Transformations of the American college ideal: Six historic ways of learning. *New Directions in Higher Education, 27*, 1, 7-23.
Identifies six approaches to learning the history of the United States' higher education, and offers them as a framework for understanding the evolution of the American collegiate ideal.

ED416757
Van Sickle, Shaila, & Mehs, Doreen. (1994, September 15). *A Model for an integrated learning community.* Durango, CO: Fort Lewis College.
This report looks at a 17-credit program developed for first-time freshmen at Fort Lewis College. It is multidisciplinary, issue-oriented, and designed to show students how to learn.

EJ493442
Tinto, V., & Russo, P. (1994, Fall). Coordinated studies programs: Their effect on student involvement at a community college. *Community College Review, 22*, 16-25.
Describes a study that used qualitative and quantitative inquiry to determine how learning communities related to achievement and persistence of first-year students.

EJ475766
Krovetz, Martin L. (1993, Fall/Winter). Collegial learning communities: The road to school restructuring. *School Community Journal, 3*, 71-84.
Discusses four activities in Santa Clara, California, involving educators that represent serious attempts to create professional collegial learning communities and improve participants' quality of life. These include professional-development teacher-support teams, a high-school-principal-support network, an advanced-fieldwork and peer-coaching program for beginning school administrators, and a committee to enhance academic collegiality for junior college professors.

EJ430153
Smith, Barbara Leigh. (1991, March/April). Taking structure seriously: The learning community model. *Liberal Education, 77*, 42-48.
The learning community curricular model links coursework to promote coherence and intellectual interaction for a group of students. The four basic models are linked courses, course clusters, freshman interest groups, and coordinated studies. Learning communities can be effective, and offer a feasible solution for different issues and diverse institutional realities.

EJ586081
Gabelnick, F., MacGregor, J., Matthews, R. S., & Smith, B. L. (1990, Spring). Learning community foundations [Entire issue]. *New Directions in Teaching and Learning, 41*, 5-18.
This article brings together curricular structure and theory to discuss the ways learning communities address issues in modern institutions.

Technology

ED448457
Dial-Driver, Emily, & Sesso, Frank. (2000). Thinking Outside the (Classroom) Box: The Transition from Traditional to On-Line Learning Communities.
The building of community generally means the creation of stronger, better realized writing; it is a strong argument for classes in which students learn and use all the writing tasks and principles, from pre-writing to authoring, and learn to trust each other enough to become vulnerable since sharing implies vulnerability.

EJ589752
Vogel, R. A., Mosley-Howard, S., Susan, S., & Scott, Ronald B. (1997). Interactive multimedia technology: A learning community curriculum process model to address the issue of the campus racism. *Journal on Excellence in College Teaching, 8*, 3, 41-66.
Describes how a university learning community curriculum model was used to produce an interactive multimedia videodisc on race.

ED396188
Groff, Warren H. (1996). *Creating and sustaining learning communities in the digital era*.
This document, produced by Nova Southeastern University, contains materials about, and products of, a practicum devoted to creating and sustaining learning communities in the digital era.

ED392418
Schneiderman, Bette E., & Carriero, Corinne. (1995). *Building a learning community: Telecommunications, collaborations, and sharing on Long Island. Emerging technologies, lifelong learning, NECC '95*.
The Long Island Team is a collaborative system of K-12 students and teachers, university students and faculty, and community members who have been linked by

telecommunications and in-person sessions. This paper provides the history of the learning community, a list of past and present major contributors, details about several of the group's "live" face-to-face sessions, and some examples of presentations given at past sharing events.

International Learning Communities

ED393642
Calderon, Margarita. (1996). *Bilingual, bicultural, and binational Cooperative Learning Communities for Students and Teachers.*.
As NAFTA opens the border between the United States and Mexico, the need for binational cooperation in education becomes ever more imperative. This chapter provides a rationale for binational education—the benefits of binational education both for language-minority students and for the majority culture—and describes a variety of cooperative bicultural programs for students and teachers.

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